

7 points



1/book.practice file.theory.oral.board.functional language

2/audios

3/words (@moodle).idioms.abbreviations.false friends.

4/PPA

5/notebooks

6/AV.tasks.GIFs.audios.exercises

7/worksheets.tests

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E. Fouz.-

181118

A strategy of my own to be good at English language

twitter: @eugenio_fouz



Personal note:

read books: essays, poems, articles, novels

use dictionaries

speak English

work pronunciation

listen to the radio (BBC, euronews alive)

study grammar (Swan, Murphy)

practise continuous self-evaluation

participate on social networks (Twitter, Facebook)

deal with phonetics

be curious about culture

travel to the UK and English speaking countries

skype

watch YouTube videos

read English newspapers (The Huffington Post, The Daily Mail)

Professional note:

move around the classroom, speak English, use dictionaries

3.11.2017



I WANT YOU

231017

attendance
punctuality

excuses + paper authorizations

**

AV.deadline -3 numbers- marking
notebook. icon BOARD. grammar syllabus 1, 2

BOOK, Pr. File exercises
BOOK. Lesson. AUDIOS, words, dialogues

**

Conjugation of verbs, nouns, idioms, choir, pronunciation, dictation, texts,
reading, writing, dialogue peer, specific topics, Aula Virtual, worksheets,
SURPRISE TESTS, notebook revision, PPA, oral work

word lists, verb lists, conjugation of verbs, free listening, videos

Functional language

**

planning of exercises, theory, links, videos
planning of tests, controls, notebook revision, worksheets, handouts, reminders

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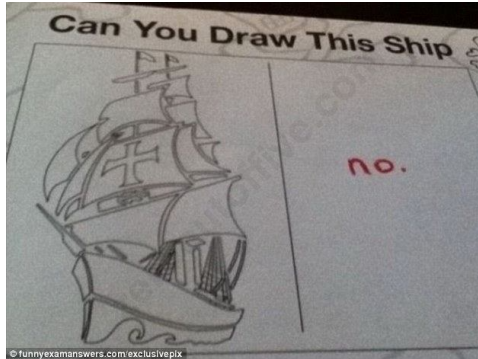
conjugate present, past, future verbal tenses
Homework:
conjugate the present NEG of TO EAT
conjugate the present INT of TO FORGET
conjugate the past NEG of TO CALL
conjugate the past AFF of TO LISTEN

**

Clases paralelas

1/ Aula real – clase

2/ Aula virtual – MOODLE



MUESTRA del funcionamiento de MOODLE o Aula Virtual

Por ejemplo:

Lección 1

Secciones:

- _Contenidos (TEORÍA)
- _Recursos Complementarios (PRACTICA)
- _Tareas (PRACTICA)

La sección de contenidos y la sección de tareas son **obligatorias**
La sección de recursos complementarios es recomendable

Las lecciones **INFORMATION** (Información), **MISCELLANEOUS THINGS** (Miscelánea), **FOCUS ON DIVERSITY** (Foco en la diversidad) aparecen al final del Aula Virtual. En cada una de ellas el título se adorna con un fondo de color amarillo. Estas lecciones tratan temas variados: enlaces (*links*) de interés (podcasts de audio de la BBC), webs de inglés, trabajos de verano, procedimientos de recuperación de la asignatura si está suspensa del curso anterior, consejos o recomendaciones para hacer bien los exámenes, descargo de responsabilidades del profesor (*disclaimer*) y otras curiosidades como recordatorios (*reminders*), terminaciones de los números de la ONCE y su significado, etcétera.

El profesor,
Eugenio Fouz.-21.11.2019

classroom activities
12 essential activities



sms, practice, reading, GIFs
vocabulary & grammar syllabus, oral a., AUDIOS, BOOK
PPA, Words, tests, notebook
*

METHOD
E.Fouz.-30.10.2020

Conjugation of verbs.-

Auxiliary verbs:

to be was/were been.ser, estar

I am we are.nosotros somos

you are you are

she is they are

can could.poder

I can we/you/they can

you can.tú puedes

she can

must.deber

I / you must we/you/they must

she must.ella debe

will would.querer /*futuro

I/you/she will

We/you/they will.nosotros, vosotros, ellos quieren

—

I *will leave* the shop soon

She *will not read* that book. She hates reading

E.F.-22.10.19

Coping with Cell Phone Addiction

By John M. Grohol, Psy.D.

-via <https://psychcentral.com/lib/coping-with-cell-phone-addiction/>



~ 3 min read

As cellphones have become prevalent in modern society, some people have a significant issue with not being able to disengage from their cell phone. So-called “smart phones,” which combine functionality of an organizer, browsing the Internet, playing tunes, and taking pictures, only worsen the reliance on one’s cell phone. While using such devices for everyday tasks, work, and socializing with friends and family is perfectly normal, not being able to put them down while engaged in a conversation with your significant other or a friend who’s sitting in front of you may denote an increasing problem.

According to research on cell phone addiction, addiction danger signs included running up huge bills and having irrational reactions to being without a phone if you forgot or lost your mobile.

According to that same research, 22 percent of these people considered themselves to be heavy or very heavy users and 8 percent had experienced monthly bills that were over \$500.

What to Do to Better Cope with Cell Phone Addiction

If you feel like you can’t part from your cell phone or have run up huge bills unexpectedly, don’t worry, there are some steps you can take to bring your relationship with your cell phone back down to earth.

1. Track your cellphone use. Yes, it’s a pain to do, but the more you keep track of the time you spend messaging or talking on your cellphone, the better you’ll be able to control it. Jot down in a notepad when you’re talking, messaging, or conducting other activities on the phone. Keep the journal for a week’s time, then review the amounts of time you’re spending on each activity.
2. Start the weaning. Now that you know you’re spending 10 hours a week on messaging, it’s time to start cutting back. Take it slow and start with the least important activity you use your phone for. Commit to reducing the time spent on that phone activity just 10% the first week. So if you’re spending 10 hours a week on messaging,

aim for 9 hours the next week. That means being more conscious each time you're using the phone for that activity, and trying to cut things short sooner rather than later.

3. Commit to being in the moment. One of the reasons people use their cell phones as much as they do is to be with another person in another place. That's fine when we're waiting in line at the post office, but less acceptable when your significant other or a friend is trying to have a conversation with you. Commit to turning the cell phone off, or at least putting it away out of sight, when engaged in a face-to-face conversation with another person. It's not only helpful to your addiction, it's far less rude and you may be surprised to learn you'll regain these people's respect.

4. You don't need that kind of connection. So many people spend so much time on their cellphones because they believe it is a necessary part of their connections with others, or with their ability to be reached and respond instantly to any and all kinds of communications. For what purpose? If you need such hyperactive connectivity, that suggests something isn't entirely healthy with some of those relationships to begin with. Quality social, work and romantic relationships aren't built on 180 character sarcastic notes constantly exchanged with one another. While it's fun for a time, it's not going to lead to a higher-quality relationship or a better, more enjoyable life (especially if it's creating anxiety and problems in your existing life).

5. You're not as important as you think you are. Some people check email via their cell phone incessantly (e.g., "crackberry") because they believe something so important might come up it requires their immediate attention. Sure, I can understand in some positions, some jobs, that's true. But for 99.9% of people and jobs, it is not. Even if you're the CEO of a company, there's virtually nothing that could come up that can't wait until you get back to the office. Remember, if it's that important, someone will call you.

6. Turn it off. Yes, that's right. Turn it off. There's nothing you need to do in the middle of the night that the cell phone will alert you to that won't be there in the morning (unless you happen to be the President, then you might want to keep your cell phone handy). By turning it off and putting it away, you're taking back conscious control of your life and this little piece of technology. Instead of it calling to you, you're telling it, "Hey, I've had enough for one day. Seeya in the morning." Set a deadline every evening for a time to retire the technology, and then don't check or use it again until the next morning.

7. Technology works for us, not the other way around. If technology is taking control of your life — creating stress, anxiety, arguments with other people in your life, or financial hardships — then you have a backwards relationship with technology. Technology works for us. If it's not working for you, you're chosen to be on the losing side of the relationship, and it's time to put a stake in the ground and take responsibility and control for your use of the technology. Set aside specific times of the day or evening you will use your cell phone, for instance, rather than checking it every moment you get.

Cell phone addiction doesn't have to ruin your life, your work, or your relationships with others. If these tips still don't help, it might be a sign that cell phone addiction is more of an issue in your life than you realized. A psychotherapist who has experience in treating addictions can often help in such a case, and it is a treatment you should explore if you can't reduce cell phone use on your own.

Conjugation of verbs.-

Lexical verbs (Lexicals):

to go went gone.ir

I go we go.nosotros vamos

you go you go

she goes they go

to play played played.jugar

I play we/you/they play

you play.tú juegas

she plays

to speak spoke spoken.hablar

I / you do not speak

she does not speak.ella no habla

we/you/ they do not speak

to work worked worked.trabajar

do I/you work?.¿trabajo yo?

does she work?

do we/you/they work?

—

E.F.-22.10.19

Correction work in notebooks



#182410244

To have a bloc or notebook entails an obligation for you in the classroom. The notebook looks like a passport. A passport is a document with memory of your trips, places where you have been. In other words, a passport is the memory of the work you have done.

The teacher must revise the correctness of the exercises done or undone. However, bear in mind that the revision of your passport/notebook is just a quick teacher's bird's-eye view. Note that the work you do in your notebook is mainly useful for you. The assessment of notebooks reminds you the importance of practice and reinforcement of basic theory concepts.

Sometimes you only need to check words from English dictionaries - OED.com, dictionary Cambridge.org, some handouts, or online reliable websites. [Reliable websites are British Council.org, BBC.co.UK, Oxford.co.UK, et cetera]

Most exercises suggested by the teacher require copy & paste job, that is to say, you have to take words or verbs out of a wordlist (cf. @moodle, coursebook, handbook, literary texts) and pass them to the pages in your bloc.

**E. Fouz.-
181118**

Currently reading and studying



3 handbooks of English

EASTWOOD, John. *Oxford Guide to English Grammar*.

Oxford: Oxford University Press, 1994

ZEMACH, Dorothy E. *Academic Writing: from paragraph to essay*

Oxford: MacMillan Publishers Limited, 2003

MASCULL, Bill. *Business Vocabulary in Use. Elementary*.

Cambridge: Cambridge University Press, 2006

E. Fouz.-27.12.20

[chalkduster, 10]

Urban Myths

ABOUT LEARNING AND EDUCATION

HOW2

PINPOINT



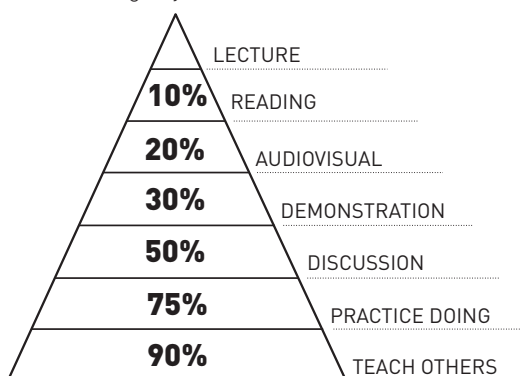
Many teachers do good work, but all too often on the basis of incorrect theories.

Pedro De Bruyckere, Paul Kirschner & Casper Hulshof

Introduction

Pedro De Bruyckere is a teacher trainer who was alarmed when, one day, he was confronted by a student teacher about a diagram he was using. It was the learning pyramid that showed the percentage of material learned when using different methods and media.

You know the one. We've all been presented it at some stage on a training day.



So perturbed was Pedro, that as soon as his lecture ended, he started to research its origin. He eventually landed at businessman Edgar Dale who invented it in 1946. Later on, in the late 1960s, it was adopted by the National Training Laboratories. None of its content is valid. It was a fabrication. And believed ever since.

From then on, Pedro, along with Paul Kirschner and Carl Hulshof, set about researching which topics were myths. The result is this wonderful book.



But the Emperor has nothing on at all!

Hans Christian Anderson,
The Emperor's New Clothes



No amount of belief makes something a fact.

James Randi, stage magician
and scientific skeptic

The Myths

Myths about Learning

- 01: Learning styles
- 02: Learning pyramid
- 03: Learn 70% from informal
- 04: Knowledge is unimportant
- 05: Knowledge doesn't keep
- 06: Discovery learning is best
- 07: Problem learning is best
- 08: Boys are better at Maths
- 09: Multiple intelligences
- 10: Our memory is perfect
- 11: School kills creativity
- 12: 93% of communication is non-verbal

Neuro Myths

- 13: We are good multitaskers
- 14: We only use 10% of our brain
- 15: Left/right brain differences
- 16: Brain Gym works
- 17: Different gender brains
- 18: Learn while asleep
- 19: Classical music helps
- 20: Being under pressure helps

Myths about EdTech.

- 21: ICT, a revolution in learning
- 22: Use the internet because...
- 23: Digital natives
- 24: Internet makes us dumber
- 25: Young people don't read
- 26: Games make you violent
- 27: Computers help the poor

Myths in Educational Policy

- 28: Comparing countries
- 29: Class size doesn't matter
- 30: Larger schools are better
- 31: Single sex is better
- 32: Male teachers better for boys
- 33: Holding back a year is good
- 34: More money is better
- 35: Education never changes.

Selected Myths

Here are a few myths I've chosen as they've been the focus of so much derision after having been central to the educational belief systems of managers, inspectors and teachers.

Learning Styles

Seemingly common sense and obvious, learning styles has been debunked by a wide range of researchers. See leading cognitive scientist, Daniel Willingham, on the subject at www.youtube.com/watch?v=-slv9rz2NTUk

Knowledge is Unimportant

There was a growing belief that with the advent of Google, you no longer needed to have a body of knowledge — it could just be looked up. But you can't look up effectively unless you know something about it first. Knowledge is the base of everything. Even reading comprehension is dependent on it, however great one's powers of inference.

Schools Kill Creativity

Everybody loves to hear Sir Ken Robinson humourously slate schools for being dull prisons for the mind. What is somewhat less well known is that he builds his entire case based on research from the 1960s into brainstorming, exploring the uses of a paper clip. Really. He goes on to equate creativity with genius, ascribing that state to all children. Again false. Plenty of spin; no substance or verity.

REFERENCES

De Bruyckere, P, Kirschner, P. A. & Hulshof, C, D (2015)

Urban Myths about Learning & Education, Academic Press, London
ISBN: 978-0-12-801537-7

Don't be Fooled Again

Teachers need no longer be fooled by these myths and those who peddle them. Buy this book, read it cover to cover and spread the word. Be professional, be informed, be armed.

Do not feed cheaters!

2 March 2019

In tests, controls and examinations teachers must avoid questions on BASICS which could be easily copied on a slip of paper. Do not feed cheaters!

In case a teacher would like to check the student's learning of the days of the week, ordinal numbers from 1st to 12th, for example, he shouldn't directly ask like this "*write all days of the week in order*" or "*complete the numbers missing on the following list first, se....., th....., fourthninth ...*"

Another way might be as follows:

a/Pass these messages into Spanish

She will meet her friend Joan next Thursday at 5.44

—

* Are you coming with us to the zoo tomorrow?

* * You mean, tomorrow Tuesday?

—
E. Fouz.-

2.03.2019

Dynamic classroom:
Root activities.-



audios
BOOK
words

exercises online
SMS
expressions

tasks
PPA
read texts aloud

METHOD
E. Fouz.-
11.10.2020

FROM:	
To	
ISSUE:	advice
ORIGIN:	(Spain)
DATE:	

Hi, pupil!

Maybe you can find this note interesting for you.

Hola, buenos días. Soy su profesor. Tengo la sensación de que aún no ha empezado a tomarse en serio las clases. Me dispongo a guiarle con unas recomendaciones bienintencionadas.

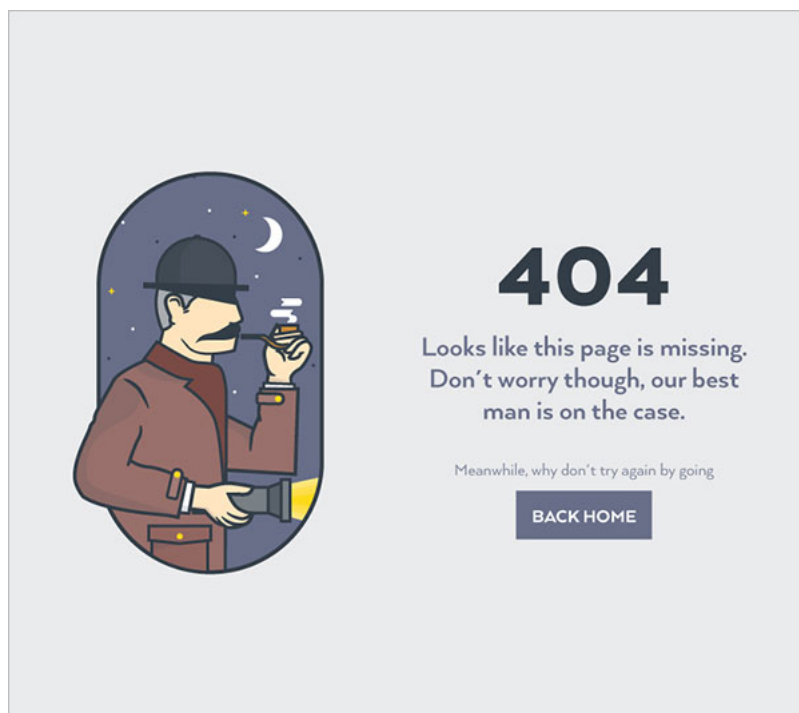
Vamos a ir despacito. Imagino que sabrá poco de esta asignatura y por eso está leyendo esta nota. Es posible, por otro lado, que se le dé muy bien y haya dejado de leer ahora mismo. En fin, lea hasta donde sea capaz:

1/Tómeselo con **calma**. Sabe que tiene que ponerse al día y es mejor que empiece pronto.

2/**Sea puntual**. No llegue tarde a clase ni intente irse antes de la hora con cualquier excusa. Tenga preparado el **material de clase: libro de texto, cuaderno, apuntes o fotocopias, diccionario bilingüe, libro de lectura, PC / smartphone**.

3/Si a estas alturas no dispone de **libro**, haga una fotocopia de los primeros temas y procure conseguir el libro cuanto antes. El **cuaderno (A4 o A5) es imprescindible** en clase para tomar notas y hacer ejercicios. Sabe, además, que el cuaderno es evaluable. El alumno que trabaja en el cuaderno es consciente del progreso en la asignatura.

Algunos ejercicios son simplemente copia de elementos básicos (la hora, los números, demostrativos, enunciado de verbos). **Otros ejercicios** requieren más esfuerzo. A través del cuaderno también **aprenderá vocabulario** seleccionado del listado de cada lección. El cuaderno debe seguir ciertas pautas: limpieza, numeración de ejercicios.



4/Los apuntes son en realidad las **fotocopias trimestrales** - *Parallel Papers* o PPA- y el **listado de vocabulario** -*WORDS*- incluido en cada lección del **Aula Virtual** o **MOODLE** (en adelante AV).

5/Es buena idea **tener siempre a mano un bloc** y un **bolígrafo** para copiar una fecha de examen, una palabra, un verbo.

6/Un **diccionario bilingüe** sería ideal.

7/El **teléfono** y el **PC** -*Personal Computer*- podrán utilizarse solo en momentos puntuales con la autorización expresa del profesor.

8/Lea la **HOJA DEL ALUMNO** (disponible en AV y descargable en **PDF¹**) en la que se explica brevemente **de qué trata la asignatura, qué actividades van a hacerse en clase, qué material es imprescindible, qué se va a evaluar a lo largo del curso**, etcétera. En esta hoja se desglosan los **test, pruebas y calificaciones** de cada trimestre.

9/En AV encontrará **consejos, recomendaciones, audios, vídeos, ejercicios de autocorrección, tareas e imágenes** como complemento a la clase en el aula real.

10/La **lista de ejercicios obligatorios del cuaderno** aparecen mayormente en AV, ya que podrá haber también ejercicios extra.

11/**No será fácil enseñarle si llega tarde, se va pronto o no presta atención.**

12/Trate de **escuchar a los profesores y seguir sus indicaciones** en clase.

¹ PDF.*Portable Document Format*



13/**Lea** el apartado **ESTRUCTURA del Aula Virtual**. Ahí se detallan los elementos del Aula: la parte de **teoría** y las partes de **práctica**. Se le recuerda la existencia de audios, textos *-READING-*, los ejercicios de autocorrección *-PRACTICE-*, el apartado de vocabulario y gramática *-vocabulary & grammar syllabus*, las tablas de verbos, el lenguaje útil para conversación *-oral assessment-*, etcétera.

14/**Intente llevar la asignatura al día estudiándola un poco todos los días**, repasando vocabulario, anotando ejercicios, leyendo, hablando en inglés con los compañeros y el profesor.

15/*No pain, no gain.*

I hope this helps

Regards!

Eugene F